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ABSTRACT

This report is based upon survey responses from 139 school districts and 59 nonpublic schools in Minnesota that offer School Age Child Care (SACC), or extended day programs. The report presents data on public and private SACC programs related to: (1) administration and growth; (2) number of children served; (3) types of services offered; (4) facilities; (5) budgets and fees; (6) staff salaries and benefits; (7) staff-to-child ratios; (8) staff experience and training; and (9) priority concerns of program directors. The most important concerns of program administrators were finances, space, and staff availability. (MDM)

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STATUS

of

SCHOOL AGE CHILD CARE

or

EXTENDED DAY PROGRAMS

in MINNESOTA SCHOOLS

December, 1991

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MINNESOTA DEPARTMENT OF EDUCATION
SCHOOL AGE CHILD CARE/EXTENDED DAY PROGRAMS SURVEY
Update December 1991

The following report is based upon responses from 139 Minnesota school districts and 59 non-public schools that offer School Age Child Care (SACC) or Extended Day programs. It is important to note that several of the responding programs began in the fall of 1991 and therefore did not report on all topics.

PUBLIC SCHOOL DISTRICTS

School age child care programs offered by Minnesota school districts are usually administered and operated by the district's community education department. A number of programs are operated by outside nonprofit organizations, such as the YMCA or Boys and Girls Clubs as well as other private agencies, under a cooperative agreement with the school district. In a small number of cases the district itself operates the program directly through its administrative staff. There has been considerable growth in outside agency involvement with SACC programming in public schools during the past few years.

Administration of SACC Programs

Community education department	106
YMCA	16
Other outside nonprofit organization	5
School district (K-12)	3
Parent Board	3
Boys and Girls Club	3
City	1
YWCA	1
Memorial Hospital	1
	139

GROWTH OF PROGRAMS

Minneapolis, the oldest program in Minnesota, has been serving school age children since 1973. Other responses reveal that SACC programs grew slowly in the 1970s. There was a spurt of growth in the years 1970-1981 but greatest growth has occurred between 1987 and 1990, with programs starting in at least 45 districts during the 1989-90 school year. The 1991-92 school year saw a growth of programs in 10 districts and a loss of programs in 6 districts, which was the slowest growth reported since 1987. 20 additional districts indicated that they are considering starting SACC.

The following information has been gathered from annual Program Reports sent to all Community Education directors since 1987.

Year	Number of School Districts Offering SACC	Total Number of Children Enrolled in the After-School SACC Program
1987	50	6,500
1988	67	7,000
1989	112	10,500
1990	135	16,000
1991	139	17,000

CHILDREN SERVED:

Statewide enrollment figures submitted in the survey indicate that approximately 11,000 children attend SACC programs before school, and that about 17,000 attend after-school programs.

Forty-nine district reported offering half day or alternating day programs for kindergartners serving a total of about 3,300 children.

Distribution of SACC Programs by Size Based on After-School Enrollment

Enrollment	Number of SACC Programs
Under 25	32
25-49	30
50-99	25
100-199	15
200-299	9
300-399	2
400-499	1
500-599	2
Over 600	7

Programs in the state with after-school enrollments over 300 are in order from highest to lowest: St. Cloud, Roseville, Rochester, Bloomington, Anoka-Hennepin, South Washington County, Hopkins, Burnsville, Minneapolis, White Bear Lake, Robbinsdale, Brainerd.

Additionally, programs cited offering the following:

Jordan: programming for 5 year olds not in school;
St. Paul: Workplace Kindergarten;
Chatfield: Programming on Snow Days;
Spring Lake Park: Drop In Care;
Burnsville: Infant, Toddler, and Pre-School;
Austin: Care for 4 and 5 year olds.

Typically, the highest attendance in SACC programs continues to be by younger children. Attendance numbers drop significantly in the 5th and 6th grades. As reflected later in this report, serving older children in SACC was reported as one of the three most needed areas for future training.

PROGRAM COMPONENTS

The majority of school districts (86) offer programs before and after school, but many (41) offer after-school programs only and two programs offer before-school programming only. Two districts offer programming only during the summer. Those districts offering programs only before or after school tend to be in smaller communities. Often times, programs will start with only an after-school component, and then expand to additional components with the need as the program stabilizes.

Eighty-five (85) school districts offer SACC programs on release/teacher workshop days during the school year. Seventy-five (75) offer full-day programs on school year vacation days such as winter and spring break. Eighty (80) or 58 percent of the districts offer summer programs. There has been significant growth in these program components since the 1990-91 school year.

FACILITIES

Most SACC programs are conducted in school instructional facilities, using locations such as classrooms, cafeterias, gyms and libraries. Districts indicated usage of the following categories:

Shared Space (permanent space shared with others when SACC is not in operation)	**101**
Exclusive Space (permanent space not shared)	**52**
Portable Space (shared space in which the SACC program is set up and taken down daily.)	**24**

Most districts use a combination of these and very few use only exclusive space.

Other spaces listed were: civic center, high school, churces, YMCAs, park buildings, Boys and Girls Club buildings, community buildings owned by the city, early childhood centers, private child care centers, space provided by business as well as recreational facilities. Several districts use a combination of spaces such as a school building before and after school and a park or church building for mid-day kindergarten.

Several districts noted that there is a shuffle of space during the summer program due to change in enrollment number or for building cleaning purposes. More than half of the respondents to the survey made it clear that space and the quality of space are their most crucial problems at the present time. (See section on Concerns.)

BUDGET AND FINANCE

How are SACC programs financed?

All SACC programs are financed through fees paid by parents. Many respondents indicated that their programs were not charged for use of school premises or off premises, and that they received other in-kind supports, but that they aimed to cover the direct expenses attributable to the program through parent fees.

Commonly, start-up financing for programs comes from community education budgets and/or foundation and service grants. As the program grows, parent fees cover a larger portion of the cost. Some districts stated that they have a policy mandating that parent fees finance 100% of the program.

As the programs report their present situation, the following patterns of financing appear:

- Eighty percent (80%) is the state average of the portion of the SACC budget covered by parent fees. The range is 2 - 100%. Thirty-six district programs are financed entirely (100%) by parent fees. Parent fees, in many programs, are subsidized through state child care subsidy programs run through local counties.

Of the programs financed by fees other than directly from parents:

- The school district subsidizes sixteen district programs; average is 6 percent of entire SACC budget. Range is 1% - 22% of SACC budget.

- The community education department subsidizes 59 programs; average is 22 percent of entire SACC budget. Range is 1 - 100% of SACC budget.

- Other sources (listed below) subsidize 58 programs. Range is from 1 - 98% of SACC budget.

- Other subsidy sources are:

United Way	YWCA	Greater Minneapolis Day Care Assoc
County	Local Service Clubs & Agencies	Minnesota Initiative Grants
Donations		YMCA
Nutrition Program	Business Donations	SSF (state child care sliding fee)
Special Milk Program	Foundations	CCR&R (Child Care Resource & Referral)
City	Fund Raising	
Grants	IBM	Annual Child Care Campaign (4% to schools)

FEES

Average Fees in SACC Programs
(Hourly rates were not included in this tabulation)

Before school (weekly)	$16.63
After school (weekly)	$18.67
Full day (school year)	$13.00
Summer (daily)	$14.90

Ranges for fees reported above are:

Before school	$ 7.50 - $29.00
After school	10.00 - 36.00
Full day (school year)	4.00 - 21.00
Full day (summer)	9.00 - 21.00

The tendency has been for programs to change from charging an hourly fee to a flat daily, weekly, or monthly fee per component as the program grows.

Approximately 15 districts reported additional fee information:

- lesser fees for siblings
- entire fee schedule is sliding scale based
- fees based upon 15 minute increments
- additional transportation costs
- registration fee
- drop-in rates
- late (pick up) fee charges
- late (payment) fee charges
- fee for snacks, no cost for care
- more hours used, rate gets reduced, i.e., daily cost higher than if entire week is used
- 1/2 day rate for full day.

FAMILY INCOMES

The federal Dependent Care Grant which funds the MN SACC Initiative requests information on the family incomes in SACC programs in Minnesota. This information is gathered as a means of measuring how well families in need are being served in SACC programs.

Programs responded indicating the percentage of participants in the following categories:

	SACC Average	Percentage Range
a. Children on free or reduced price school lunch status:	14.7%	0 - 60%
b. Children whose slots are reimbursed by state and/or county sliding fee monies	7.2%	0 - 39%

RATIO

According to each grade grouping as listed on the survey, the following are the state average staff-to-child ratios in district SACC programs.

Grade Group	Average Ratio	Span
Kindergarten	1:10	1:4 - 1:15
Grades 1-6	1:13	1:6 - 1:16
Grades K-6	1:13	1:6 - 1:35

Others Listed:

Grade 6-7	1:12
Special Needs	1:5, 1:1
Field Trips	1:6

STAFF

The 131 survey respondents who submitted usable information on program staff provided the following information.

Title	Number	Title	Number
Director	72	Teacher	94
Full time	57%	Full time	41%
Part time	43%	Part time	59%
Supervisor	87	Aides	114
Full time	59%	Full time	24%
Part time	41%	Part time	76%

The "Director" position often meant individuals such as the Community Education Director or Community Education Coordinator who have SACC administration as one of several responsibilities. In addition to the four position titles in the table above, some programs reported using interns, high school students, or other staff specializations.

STAFF SALARIES

According to several national studies, low salaries paid to child care workers have been blamed for difficulties in enlarging or improving programs. In Minnesota, too, low salaries are a reality. A few school districts reported paying beginning aides at the minimum wage level.

Average Salaries of SACC Program Staff

Title	State (Rate)
Director	$12.45
Program Supervisor	$ 8.34
Teacher	$ 7.18
Aide	$ 5.51

The above salary figures are averages based on respondents who reported hourly figures. Ranges for these averages are:

Director	$6.00 to $31.86
Program supervisor	$5.00 to $25.00
Teacher	$4.25 to $13.45
Aide	$4.00 to $ 7.86

When reading the above averages, it must be borne in mind that not all districts use these position titles with comparable definitions or job responsibilities.

When questioned regarding staff benefits, programs responded in the following way:

Are staff unionized?	10% said all staff 2% said some staff 88% said no staff
Are health benefits available to staff?	29% said yes 55% said no 16% said partially

STAFF DEVELOPMENT

Survey respondents were asked to report in-service education experiences of their staff and the source of this training. The following table shows the distribution of continuing education for the districts who answered the question.

Units of In-Service Training for SACC Staff By Selected Subjects

Subjects	Experience by Source of Training								
	1	2	3	4	5	6	7	8	Total
Behavior/Discipline	41	21	17	64	9	30	13	5	200
Curriculum Planning	46	20	8	65	3	23	7	6	178
Budget Planning	60	8	1	16	0	23	1	2	111
Incorporating Volunteers	23	2	6	34	1	19	2	4	91
First Aid/Health	6	7	36	28	7	25	19	8	136
Staff Development	52	3	9	42	1	22	8	4	141
Parent Involvement	25	12	6	46	0	18	4	3	114
Mainstreaming	12	11	3	33	1	30	4	3	97
Summer/Full Day Programs	35	4	3	50	0	13	1	2	108
Programs for Older Kids	17	6	4	44	1	7	3	0	81
	317	94	93	422	22	210	62	37	1,257

Key: 1) Program Administrators, 2) Colleges, 3) Contracted Individuals, 4) Conferences/Workshops, 5) Community College, 6) School District Personnel, 7) Area Technical College, 8) Child Care Resource and Referral Agency.

The above table shows that 42% of training or continuing education received by SACC program staff comes from within the individual system itself, either from program administrators or school district personnel. The largest single source, or thirty-four percent of training is received from attending workshops and conferences.

Other sources of training for SACC staff mentioned were: Red Cross, local public health department, fire department, hospital, community education, Minnesota SACC Alliance, YMCA, U.S. Navy, Spectrum, Consortium, CPR Trainer and County Extension.

Survey respondents were also asked to note their future needs for in-service training, both for the list of suggested topics and for others.

Future Training Needs

79	Mainstreaming special needs children in SACC
56	Incorporating volunteers
55	Programming for the older child
50	Planning summer/full day programs
47	Parent involvement/education
45	Behavior management
45	Curriculum planning
44	Staff supervision or team building
36	Budget planning
32	First Aid and Health

Other needed topics mentioned were: Health/snack planning and nutrition, Self-esteem, Social development, Infection control, Teaching social skills, Dealing with stress, Healing the inner child, Crafts for children, Business management, Numerous areas for mid-level managements, Child development, Incorporating youth service, Fund raisers/sources of revenue/grants, etc., Career options, Anti-bias/multi-cultural curriculum, and Developing relationships with school staff.

CONCERNS

The survey form offered a number of possible administrative concerns: space, in-service training of staff, budget, staff availability, curriculum planning, transportation, staff salaries, school district support, community awareness, and "other," and asked respondents to prioritize them. The following ranking of concerns is based upon respondents giving the concern either a first, second or third priority out of a possible nine.

Priority Concerns of SACC Program Administrators

Budget/finance	84
Space/facilities	82
Staff availability	51
Staff training	44
Staff salaries	40
Community awareness	37
School district support	31
Transportation	12
Curriculum planning	11

Respondents to the survey made it clear that their major concerns in 1991 continue to be finances, budget and space -- not enough space, inappropriate space, or program space being moved too often. Staff availability, staff training and staff salaries ranked third, fourth, and fifth overall.

Other concerns mentioned were:

Staff benefits
Parental concern for home alone
Level of cleaning provided by district custodial staff
Insufficient numbers of children on consistent basis
Need for priority for working parents
Liability
Students with special needs

(continued)

Appreciation for Diversity
Teaching social and moral reasoning skills
Safety and Security; children leaving with parent or primary care givers
Lack of SSF monies in some counties
Full day and summer programming
Developing Collaborative Relationships
Questions related to unionizing
Reaching low income families
Participant numbers
Ability or willingness to pay the fees
Coordination and cooperation with other care providers
Grants and state/federal assistance
Providing a good program

STANDARDS

Eighty-six (86) percent of the districts reported that they have or will have, adopted SACC standards effective December 1991. Of these districts:

Seventy-eight (78) percent reported adopting the MDE Program Guide (or a variation of) as Standards.

Resources used in the process of developing standards were as follows: (many involved several categories)

99	involved staff	69	involved parents
84	involved Advisory Council	17	involved community-at-large

Additionally, several "others" were listed:

Family Y Staff, Board & Committees
School Board
Representative from day care providers
Community Education Directors
Community Education staff
Other SACC programs
Task Force
YMCA, YWCA
School District Personnel
Principal
School Board Member
DHS Rule 3
GMDCA
SACC Consultant
Carver-Scott Coop
Program Guide
Administration
National YMCA Program
School Superintendent
Community Education Consortium
Standards set by Boys & Girls Clubs nationwide
Young Peoples' Place, Inc.
MCEA

NONPUBLIC SCHOOLS

Nonpublic schools in Minnesota were asked to complete a scaled down version of a standard report form sent to school districts. Three hundred sixty-four (364) nonpublic schools responded out of which 59 reported operating SACC programs effective December of 1991, and 19 indicated that they were considering beginning a SACC program.

DURATION OF PROGRAMS

Of those responding, the first nonpublic SACC program began in 1970. The greatest growth occurred since 1986 with 80 percent of the programs starting since that time. Eleven programs began and two programs ceased operation during the 1990-1991 school year.

LOCATION OF PROGRAMS

Eighty (80) percent of nonpublic school programs are located in the seven county Twin Cities Metro area.

Sixty-one (61) percent of nonpublic school programs are located in Ramsey and Hennepin Counties.

CHILDREN SERVED

Number of children enrolled in:

Before-School Programs	680
After-School Programs	1003
Half-Day or Full-Day Kindergarten	375

PROGRAM COMPONENTS

Of the schools responding to the survey, 44 stated that they offer before-school care, 50 offer after-school care, and 38 schools offer alternating kindergarten care.

On school year vacation and release days, 30 schools indicated that they offer full-day programming. Twenty-two, or 37% offer full-day programming during the summer.

Others Listed Were:

Friday p.m. only, Pre-School, Early dismissal and Full-day Kindergarten

Age Groups Served:

Most schools served grades K-5, or K-6. Four schools listed K-8, two listed K-12 and one K-7.

FEES

Average Program Fees:

Before School (weekly)	$21.22	Full Day (school year vacation)	$16.25
After School (weekly)	$26.30	Full Day (school year release)	$18.65
		Full Day (summer)	$16.50

Ranges for fees reported above are:

Before School (weekly)	$ 5.00	to	$38.00
After School (weekly)	$ 7.00	to	$42.00
Full Day	$ 9.00	to	$30.00

Fee schedules vary greatly. Many programs charge by the component. However, many charges are per hour, per day, per month and per year. Some programs have a reduced rate for siblings. Fees for kindergarten were difficult to assess as they varied; some not being separated from other fees; some were 1/2 day, some were alternating days; others were not separated from preschool fees.

STAFF AND RATIOS

The following represents the average staff to child ratio in each of the component groups given:

Kindergarten 1:11 Before and After School 1:12

Keep in mind that some programs included children in preschool up through the twelfth grade in the ratio count.

STAFF DEVELOPMENT

Survey respondents were asked to report in-service training experiences of their staff and the source of this training. The following table shows distribution of training for schools that responded.

Subjects	Experiences by Source of Training							
	1	2	3	4	5	6	7	Total
Behavior/discipline	20	22	2	14	2	5	2	67
Curriculum planning	22	19	2	10	1	6	3	63
Budget planning	17	5	3	4	3	2	2	36
Incorporating volunteers	11	4	1	6	0	2	3	27
First Aid/Health	3	6	6	16	2	7	6	46
Staff supervision	16	8	0	7	3	3	3	40
Parent involvement/ education	13	8	1	7	1	2	1	33
Mainstreaming	4	3	0	3	2	2	1	15
Planning Summer	11	5	0	5	1	7	2	31
Programs for older kids	6	5	0	5	1	3	2	22
	123	85	15	77	16	39	25	330 Total

Key: 1) Program Administrators, 2) Colleges or Universities, 3) Private Contracted Individuals, 4) Organizational Conferences/Workshops, 5) School District Personnel, 6) Technical Colleges, 7) Child Care Resource and Referral Agency, 8) Other.

Most training is provided through program administrators, with colleges and universities coming in second.

Organizational conferences/workshops provide the third highest amount of training.

Most training is for Behavior/Discipline and Curriculum planning. By far, the least amount of training continues to be in mainstreaming special needs children.

Other sources of training indicated by respondents were:

Red Cross	Networking	School Finance Officer
Experience	Previous Employment	Anoka County Directors Assoc.

Future Training Needs

Mainstreaming Special Needs Children/SACC	17
Programming for Older Children	16
Incorporating Volunteers	15
Parent Involvement	13
Summer Programming	12
First Aid	11
Staff Supervision	10
Curriculum	9
Behavior Management	8
Budget	7

CONCERNS

Respondents were asked about areas of concern with relation to administration of SACC programs. The following ranking of concerns is based upon ratings at either first, second, or third priority out of a possible ten.

Budget/Finance	29
Space/Facilities	24
Staff Availability	22
Salary Levels	22
Staff Training	18
Community Awareness	12
Standards/Rules	9
Curriculum Planning	9
Special Needs Children	4
Transportation	3

Additional topics listed were:

Safety
Kids having fun
Parent education
Finding funding to support the program
Environment/rent

STAFF SALARIES

According to several national studies, low salaries paid to child care workers have been blamed for difficulties in enlarging or improving programs. In Minnesota, too, low salaries are a reality. A school reported paying beginning aides less than the minimum wage level. It is probable that, based upon lack of uniform standards, there is a wide variety of staff titles and job responsibilities that aren't best described by the titles coined here. This is a beginning attempt to capture a statewide profile of staff serving in SACC programs in nonpublic schools.

Average Wages of SACC Program Staff

Title	
Director	$8.94
Program Supervisor	$8.03
Teacher	$6.63
Aide	$5.45

The above salary figures are averages based on respondents who reported hourly figures. Ranges for these averages are:

Director	$5.00	to	$20.00
Program supervisor	$5.50	to	$10.00
Teacher	$4.65	to	$ 9.51
Aide	$4.00	to	$ 8.00

Several programs indicated that staff positions (particularly Director) were salaried, donated or on stipend. Several programs also indicated that staff positions rotated and/or integrated with staff positions directly involved with the school day as well as the "extended day" program.

Respondents answered the following questions related to staff health benefits and membership in bargaining units in the following way:

Are staff unionized?	0%	-	all
	0%	-	some
	100%	-	none
Are health benefits available?	21%	-	total
	24%	-	partial
	55%	-	none